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ABSTRACT

Utilizing funds from the Elementary and Secondary Education Act, Title I, representatives of the Pima Agency, Education Branch, requested the assistance of the Bureau of Educational Research and Services, College of Education, Arizona State University, in the development and presentation of a program of professional in-service education to enrich and supplement the educational program being provided to elementary and secondary school children on the Gila River Pima-Maricopa Reservation. The program consisted primarily of a series of teacher workshops, special consultants' assistance to the Indian community, and escorted teacher visitations to exemplary schools. For each of the 9 in-service program events which took place from March through May of 1967, the following information is included: a statement of goals, outcomes desired, a brief description of the program, and a brief statement of the degree of success attained. (LS)

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Final Report:

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# IN-SERVICE EDUCATION SERIES

# AND

# CONSULTANT SERVICES

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Honorable Stewart L. Udall, Secretary

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## FOREWORD

Programs to Enrich and Supplement Present
Educational Services on the Gila River
Indian Reservation.

The Elementary and Secondary School Act, Public Law 89-10 of 1965, was an act under which Congress appropriated financial aid to schools, particularly those in deprived areas. However, the original Act contained no provision for schools on Indian Reservations operated by the Bureau of Indian Affairs and Mission Schools in unorganized territories. This omission was corrected by adding what is commonly termed the Indian Amendment in the passage of the Act for the school year of 1966-1967.

Program planning was facilitated through the cooperation of parents, Gila River Community Tribal Officers, Community Action Program Personnel, Education Representatives of the Bureau of Indian Affairs, St. John's Indian School and the Arizona State Department of Public Instruction.

Paul W. Bramlet
Assistant Area Director - Education
Bureau of Indian Affairs
Phoenix, Arizona

# INTRODUCTION

In preparing the proposal for funding educational activities under the provisions of the Indian Amendment to Public Law 89-10, educators on the Gila River Pima-Maricopa Reservation recognized certain facts. Nearly all of the pupils are members of American Indian families with an average annual income of less than $3,000. Academic achievement has been limited due to language, cultural, and economic barriers. School dropouts eventually represent a high percentage of the school age population. General characteristics, including a lack of self confidence and acceptance have been noted. Because of these, and other problems, educators on the Gila River Pima Reservation have for some time been aware that these children and youth have educational needs which require special attention.

The programs to enrich and supplement present educational activities were therefore wide in scope and designed to serve an entire Indian Reservation. Under these programs we were able to accomplish many educational objectives. We were able to take children on field trips to places they had never visited. Teachers were assisted by teacher aides, who lightened the teachers' loads and thereby increased their efficiency. Supplies and equipment were procured which greatly enriched the educational program. All the present staff benefited from an extensive in-service education series provided under a contract with Arizona State University. The long range benefits realized through these programs will, hopefully, have a profound and lasting effect on Education on the Gila River Pima-Maricopa Reservation.

John R. O'Brien

John R. O'Brien
Reservation Principal
Pima Agency
Bureau of Indian Affairs
Sacaton, Arizona

LIST OF TEACHERS AND ADMINISTRATORS WHO TOOK PART IN THE IN-SERVICE PROGRAM FOR THE B.I.A., PIMA AGENCY, AND ST. JOHN'S INDIAN SCHOOL

Elementary

| | | |
|---|---|---|
| Mildred F. Jones | Beginners and First Grade | Blackwater Day School |
| Fred A. Dimler | Principal and Grades Three and Four | Casa Blanca Day School |
| Rose S. Boughen | Grades One and Two | Casa Blanca Day School |
| Fern Stallbaum | First Grade | Casa Blanca Day School |
| Gwendolyn E. Dimler | Grades Two and Three | Casa Blanca Day School |
| John E. Shea | Principal and Grades Five and Six | Gila Crossing Day School |
| Eva Hermit | Grades One and Two | Gila Crossing Day School |
| Alma Smith | Beginners and First Grade | Gila Crossing Day School |
| Sarah M. Shea | Third and Fourth Grade | Gila Crossing Day School |
| William C. Ruffin | Acting Principal | Pima Central School |
| Jimmie L. Arrington | Second and Third Grades | Pima Central School |
| Pearl McMillen | Grade Two | Pima Central School |
| Geraldine Youngman | Grade Three | Pima Central School |
| Charlie M. Daniels | Grade Four | Pima Central School |
| Elias Marin | Grades Four and Five | Pima Central School |
| Lilian Bahr | Grade Five | Pima Central School |
| Karen Brickner | Grade Six | Pima Central School |
| Amanda Bell | Grades Six and Seven | Pima Central School |
| Peggy Hosteler | Grade Seven | Pima Central School |
| Perry L. Moss | Grade Eight | Pima Central School |
| Sister Pascalita | Grades One and Two | St. John's Indian School |
| Sister Gema | Grades Three and Four | St. John's Indian School |
| Sister Vincent | Grades Five, Six and Seven | St. John's Indian School |
| Sister Mary Mark | Grade Eight | St. John's Indian School |

Secondary

| | | |
|---|---|---|
| Father Solano Haugh | Superintendent | St. John's Indian School |
| Father Walter Holley | Principal | St. John's Indian School |
| Father Terry Martin | Dean of Students, Sociology, Geography, Driver Training | St. John's Indian School |
| Father Martin Soto | World History, Spanish | St. John's Indian School |
| Father Bonaventure Nite | English | St. John's Indian School |
| Sister Josephine | Shorthand, Typing | St. John's Indian School |
| Sister Udema | Developmental Reading | St. John's Indian School |
| Sister Mary Clement | Mathematics | St. John's Indian School |
| Sister Sheila | Homemaking | St. John's Indian School |
| Mr. Thomas Fennell | English, General Science | St. John's Indian School |
| Mr. Rea | Chemistry, Biology, General Science | St. John's Indian School |
| Mr. Bishop | American Government, English American History | St. John's Indian School |
| Mr. Ryberg | General Business, English American History | St. John's Indian School |

LIST OF CONSULTANTS FOR THE IN-SERVICE PROGRAM FOR THE B.I.A., PIMA AGENCY

Miss Alexandra Bakovych, Teacher, Rincon High School, Tucson, Arizona

Dr. Richard Bullington, Professor of Education, Chairman, Department of Elementary Education

Mr. Willard R. Card, Assistant Professor of Education

Dr. Eugene F. Chasey, Assistant Professor of Education

Dr. Phil A. Cook, Associate Professor of Secondary Education

Mrs. Beulah Crouch, Assistant Professor of Elementary Education

Dr. Merwin R. Deever, Professor of Education, Director, Bureau of Educational Research & Services

Dr. Howard J. Demeke, Associate Professor of Education, Department of Educational Administration & Supervision, and Director of Field Services, Bureau of Educational Research and Services

Dr. Don E. Fare, Assistant Professor of Elementary Education

Dr. Willard M. Fetterhoff, Assistant Professor of Secondary Education

Dr. Nelson L. Haggerson, Professor of Secondary Education, Chairman, Department of Secondary Education

Mrs. Agnes Hartnell, Graduate Assistant, Department of Educational Administration and Supervision

Dr. Daisy M. Jones, Professor of Elementary Education

Dr. Louis H. Kaiser, Associate Professor of Education

Dr. Gerald M. Knowles, Assistant Professor of Elementary Education

Mrs. Idelle Lee, Elementary Education

Dr. Maurice S. Lewis, Professor of Elementary Education

Dr. Charles F. Malone, Associate Professor of Elementary Education

Dr. Thomas Metos, Associate Professor of Education, Educational Administration & Supervision

Dr. Theodore W. Munch, Professor of Science Education, Department of Physics

Dr. Norma S. Richardson, Teacher, Payne Laboratory School

Dr. George Schlinsog, Assistant Professor of Elementary Education

Mr. Eugene Sekaquaptewa, Financial Field Officer, Indian Education Program

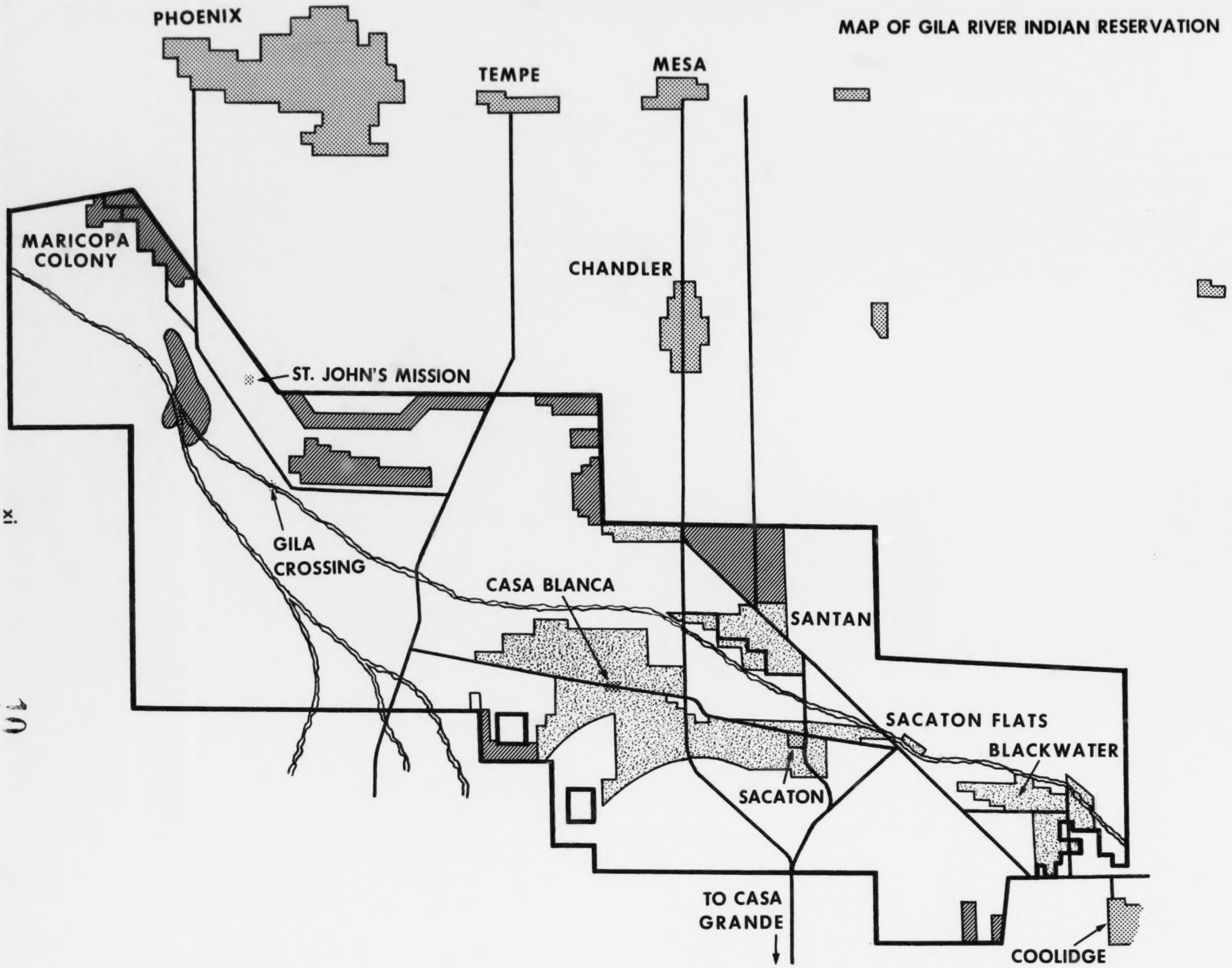
Mr. Frank Smith, Graduate Assistant, College of Education

Mrs. Caryl J. Steere, Assistant Professor of Elementary Education

Mr. Robert R. Weaver Jr., Graduate Assistant, Bureau of Educational Research and Services, College of Education

Dr. Harry Wood, Professor of Art

MAP OF GILA RIVER INDIAN RESERVATION



## ABOUT THE GILA RIVER INDIAN COMMUNITY

HISTORY OF THE AREA - The Pima Indians and their ancestors, the Hohokams, lived in the Gila River and Salt River Valley from at least 100 B.C. The earliest recorded history of the Pima was written by Marcos de Niza in 1589, and later by Father Kino in 1694. The early Spaniards found the Pimas advanced in agriculture, irrigating most of the Gila River Valley in what is now Central Arizona. It was Father Kino who brought in livestock, wheat and other "new" farm crops and introduced the Pimas to Christianity.

In 1848 and 1853, through the Treaty of Guadalupe Hidalgo and the Gadsden Purchase, Pima lands became part of the United States. The Gila River Indian Reservation was first established by an Act of Congress, February 28, 1859. Originally, the reservation included only 64,000 acres, but various Executive Orders have increased it to 372,022 acres.

The Pimas were always a peace-loving people. They were wealthy compared to neighboring tribes. They developed a highly sophisticated culture. As a result of their extensive use of irrigation, which was a Community project, and the necessity of uniting for their mutual protection against the Apache, their governmental structure was well organized. The Pimas were quick to adjust to modern ways. As a rule, their educational level is generally higher than that of other Indian Tribes. There are very few members who do not speak and read English. In size the Pimas present the fourth largest tribe in the State of Arizona.

DESCRIPTION OF THE AREA - The Gila River Indian Reservation is located in Central Arizona, southeast of Phoenix. About one-fourth of the area lies in Maricopa County; the remainder is in Pinal County. The entire area lies in the heart of the Central Arizona Basin, a broad, gently sloping alluvial plain, approximately 45 miles long with an average width of about 15 miles, bordered

by northwest-trending mountain ranges. Detached ranges, rocky and barren, rise abruptly from the valley floor to form imperfect topographical divisions in the general plain.

Elevation of the bottom land ranges from 935 feet at the western boundary to 1,450 feet at the eastern line. It is 1,274 feet at Sacaton, Headquarters of the Gila River Indian Community. The range in elevation of the irrigated land in the western part of the reservation is from 1,000 to 1,500 feet. The area is quite typical of southwestern desert lands that cannot be successfully cultivated without irrigation.

The climate is typical of the arid regions of the southwest. Winters are mild with occasional light frosts and moderate, but irregular, rains from December through March. Summers are warm and dry with unpredictable thunderstorms during July, August and September. Maximum temperatures range from 115 degrees to 126 degrees Fahrenheit, and minimums from 18 degrees, with an average annual temperature of approximately 70 degrees Fahrenheit. The average growing season is approximately 250 days, with the first "killing" frost occurring about November 15 and the last about March 15. The relative humidity is generally low and the loss of water by evaporation very high.

ECONOMY OF THE AREA - The Gila River Indian Reservation is strategically located between the two major metropolitan areas in Arizona--Phoenix and Tucson. It has the advantage of proximity to major metropolitan markets and there are excellent highways and transportation systems providing access to these markets throughout the southwest. The new Interstate Highway 10 which traverses the area will become a major factor in opening the reservation area to industrial, commercial and recreational development.

To this date, however, there has been limited development on the Gila River Indian Reservation. The reasons for this are many and are itemized later.

The Indian residents work, primarily, in three areas. These are: (1) agricultural labor, either for lessees within the reservation or in adjacent agricultural areas; (2) unskilled labor in nearby urban areas; and (3) a minority employed in skilled or semi-skilled jobs. With urban expansion in the surrounding areas, traditional jobs for Indians in agriculture are becoming increasingly scarce. While on the whole there are more jobs available as a result of urban growth, the increasing demand for trained workers has continued to limit employment for the unskilled Indian worker.

The Pima Indians have a long history of harmony and cooperation with their non-Indian neighbors. This is again evidenced by their cooperative efforts in commercial and industrial development, as well as Community betterment through Public Works Programs. It is believed that this joint endeavor between the Gila River Indian Community and the neighboring Cities of Chandler and Coolidge will result in greater job opportunities, additional income and social development.

POPULATION AND LABOR FORCE - A study recently completed under the auspices of the Bureau of Ethnic Research of the University of Arizona placed the population of the Gila River Indian Community at 7,113 persons. Of this number, 4,628 people lived within the boundaries of the Gila River Indian Reservation. The remaining 2,485 lived either adjacent to the reservation or represented those who lived in Arizona part-time, off-reservation, dependent on existing job opportunities. The total of 7,113 represented an increase of 894 over the next latest estimate of population in the area. There has been an out-migration of approximately 1.5 per cent for employment, vocational training and re-training. This has been offset by a birth rate of approximately 3.5 per cent. The average number of persons living on the reservation is currently about 6,000.

The number of persons who make up the labor force on the Gila River Indian Reservation is approximately 1,800. The following chart shows the employment

status of this labor force in 1966:

| | |
|---|---|
| Total labor force . . . . . | 1,815 |
| Employed . . . . . | 1,165 |
| "Permanent" . . . . . | 470 |
| "Temporary" . . . . . | 695 |
| Unemployed . . . . . | 650 |

Inasmuch as persons listed as "temporarily employed" usually work in the seasonal agricultural field, they are unemployed the greater part of the year. A survey completed in May, 1966, showed an unemployment figure of 1,050 as of that date, but this had been substantially reduced by May, 1967.

The principal characteristic of the labor force is a lack of skilled and semi-skilled persons. Much of the income of the individuals within the Gila River Indian Reservation Area is provided through seasonal agriculture employment, common labor, domestic service and some semi-skilled factory work. The income level of the average Indian family is estimated to be $2,000 annually.

FUTURE OF THE AREA - The Gila River Indian Community has initiated an "action" plan known as "VH-THAW-HUP-EA-JU." In English, this would mean "It Must Happen" or "It Will Happen." The Gila River Indian Community feels that now is the time that it must move forward. Although this initial plan focuses primarily on short-range objectives, it will form a basis for long-range development. The Community is ready for an imaginative, action-oriented attack on the causes of persistent poverty. The projects included in this plan will offer new hope to those numerous members of the Community who, because of an inadequate education, are committed to a future of minimal earnings, recurrent or persistent joblessness, social dependency or personal deprivation.

Although all aspects of human and economic development are related, the VH-THAW-HUP-EA-JU- Plan is, for convenience, divided into four major categories.

They are: Economic Development, Social Development, Community Development, and Government and Management. To implement the plan, a separate "Action Committee" of Indian personnel has been established for each planning category. These committees are responsible for execution of the plan and are drawing on all available resources to accomplish the various projects.

Economic development of the Gila River Indian Reservation is essential if the serious unemployment rate is to be significantly reduced and the median income raised above the "poverty" level. This development will also bring income to the Gila River Indian Community which will enable it to carry out many of the programs for social and community improvement. The Tribe hopes to expand industry and commerce throughout the reservation and assumes that substantial success can be attained for such development as it is supported by private capital and various governmental agencies. The Tribe is willing to lease land which will provide maximum beneficial use and, in certain circumstances, would construct buildings for rental to private development enterprises.

Projects under community development strike at many of the obvious deficiencies in shelter and community facilities that reflect abject poverty on the Gila River Indian Reservation. It is anticipated that successful completion of these projects will provide a cornerstone for future progress in terms of educational, economic and social upgrading on both individual and group bases.

Social and educational development projects stem from a sensitivity to-and an awareness of-the many problems confronting the people living on the reservation. A coordinating and team-approach role has been taken by the Tribe, together with other concerned governmental and private agencies, in solving existing problems. Three distinctive features of the program are: it is centered on the reservation within the several communities; a total family approach is being used; (and) local resident non-professionals are serving on the staff. The total program is coordinated with, and supported by, the

Community and Economic Development Program(s).

The Pima-Maricopa of today is no longer content to accept poverty as his lot. He wants his fair share of the best of education and training, and the opportunity to work. The leaders know that they have a valuable resource in their reservation and are impatient for its development. They have made much progress in the recent past with "Community Action Programs" and "Resource Development Plans". However, they wish to accelerate their progress. They know that improved educational opportunities will greatly help.

VH-THAW-HUP-EA-JU!!

## SCHEDULE OF THE IN-SERVICE EDUCATION PROGRAMS

In order to provide an extensive series of workshops and scheduled teacher visitations--without unduly interrupting the regular program of education--it was decided that there would be three all-day workshops, two of which were to be held on Saturdays. In addition, two workshops were extended into the evening hours. Other meetings were held during the afternoon, excepting the all-day escorted teacher visitations to non-reservation schools. Substitute teachers were provided for members of the four-teacher visiting "teams" on the occasions of their respective scheduled visits to exemplary schools. (See following page.)

## THE IN-SERVICE PROGRAM

| DATE | TIME | EVENT |
|---|---|---|
| Friday<br>March 10, 1967 | 3:00 p.m. - 5:00 p.m. | Orientation of School Professional Staffs to the In-service Series |
| Saturday<br>April 1, 1967 | 8:00 a.m. - 4:30 p.m. | Audio-Visual Aids Workshop |
| Friday<br>April 7, 1967 | 8:30 a.m. - 8:30 p.m. | Social Studies Consultant Visitation and Staff Self-Evaluation Workshop |
| Friday<br>April 7, 1967 | 8:00 a.m. - 5:00 p.m. | Secondary School Consultant Visitation followed by Staff Curriculum Self-Study |
| Saturday<br>April 15, 1967 | 8:00 a.m. - 5:00 p.m. | Language Arts Workshop and Faculty Self-Study |
| Monday<br>April 24, 1967 | 3:00 p.m. - 5:00 p.m. | Teacher Orientation and Workshop: "Modern Mathematics in the Elementary School" (two sessions) |
| Tuesday<br>April 25, 1967 | 3:00 p.m. - 5:00 p.m. | |
| Friday<br>April 28, 1967 | 2:00 p.m. - 5:00 p.m. | Workshop: "The Teaching of Science in the Elementary School." (two sessions) |
| Friday<br>May 12, 1967 | 2:00 p.m. - 5:00 p.m. | Workshop: "Arts and Crafts in the Elementary and Secondary School Curriculum" |
| Friday<br>May 5, 1967 | 2:00 p.m. - 8:30 p.m. | |
| March, 1967<br>April, 1967<br>May, 1967 | 8:00 a.m. - 5:00 p.m.<br>8:00 a.m. - 5:00 p.m.<br>8:00 a.m. - 5:00 p.m. | Scheduled Visits to Exemplary Schools by Four-Man Teacher "Teams" (72 Teacher Days; 24 Schools Visited) |

## DESCRIPTION OF THE IN-SERVICE EDUCATION PROGRAM SERIES

Representatives of the Pima Agency, Education Branch, requested the assistance of the Bureau of Educational Research and Services, College of Education, Arizona State University, in the development and presentation of a program of professional in-service education to be presented during March, April and May, 1967. The Bureau of Educational Research and Services agreed to assist with the development of the program, and to provide the necessary and appropriate consultant and educational services required to enrich and supplement the educational program then being provided elementary and secondary school children in the Gila River Indian Community.

The services provided consisted primarily of an extensive series of teacher workshops, special consultant assistance to the Indian Community, plus a program of escorted teacher visitations to selected schools -- mostly in Maricopa (Phoenix) and Pima (Tucson) Counties, Arizona.

The entire program, including teacher visitations, consultant services and professional workshops, was planned and conducted in accordance with a schedule cooperatively determined by the Pima Agency administrators and representatives of the Bureau of Educational Research and Services. Detailed descriptions of the respective program events will be found in the next section of this report.

Dr. Howard J. Demeke, Associate Professor of Educational Administration and Supervision at Arizona State University, served as overall director of the in-service education series. He was identified with this portion of the program from its inception.

## REPORTS OF THE SEPARATE IN-SERVICE PROGRAM EVENTS

Early in the course of the development of the in-service education series, the program coordinator requested that each separate program director plan to develop and submit a brief written report containing the following:

"1. A statement of goals/purposes/outcomes desired in your portion of the In-service Series.

2. (Also) include a brief description of your program; describe 'What actually happened.'

3. (Also) include a brief statement containing your estimate (or evaluation) of the degree of success attained."

The following reports, appearing in chronological sequence, resulted from the above request:

1. AUDIO-VISUAL WORKSHOP
April 1, 1967
Director: Willard R. Card
Assisted by Frank A. Smith

Goals

1. To encourage the teachers to plan for effective teaching through determining desired instructional purposes (stated as behavioral objectives); selecting a practical instructional sequence and approach; determining most effective feasible techniques, tools and materials; selecting, planning and preparing media and materials, and utilizing them effectively in the classroom.

2. To introduce the teachers to the audio-visual tools and materials that are, or will be, available to them, and to provide demonstrations and make suggestions for effective classroom use.

Preparation

In addition to the two trips to Sacaton made by a number of members of the in-service instructional team, additional visiting trips were made to Pima Central School (Sacaton), Casa Blanca School, Gila Crossing School, and St. John's Mission School.

These trips provided opportunities to check on physical facilities, available equipment, present practices; an effort was also made to become acquainted with some educational problems needing solutions.

Workshop Program

1. Introduction to the field of A-V or Instructional Technology.
   a. Discussion of terms.
   b. Simple A-V Approaches (i.e., chalkboard, mounted pictures, realia, charts, graphs, etc.)
   c. Conventional A-V approaches (i.e., motion picture films, filmstrips, recordings, other projection equipment, etc.).

d. A glimpse into the future (i.e., automated multi-media approaches, Videotape, programmed self-instruction, computer controlled instruction, etc.).

e. Some innovations on present capabilities (i.e., 3-D instructional devices, synchronized slide-sound materials, simple photographic approaches including slide sets and 8mm. motion pictures).

f. Student involvement in preparation of A-V materials.

2. Planning.

a. Preparing student terminal behavioral objectives.

b. Organizing to achieve those objectives.

3. Demonstrations and instruction.

a. Care and effective use of chalkboard.

b. Basic lettering principles.

c. Some simple lettering techniques.

d. Picture mounting techniques and laminating.

e. Operation and capability of overhead projector.

f. Making transparencies for overhead projector.

(1) handmade and (2) machine-made techniques.

g. Simple photography (the "Betty Crocker" approach).

h. Use and operation of tape recorder.

i. Work session (inadequate time, even though we went overtime).

Evaluation

All participating teachers seemed actively interested and involved in lecture, demonstration and group work sessions.

Many comments of appreciation were received at the conclusion of the session and additional favorable comments have been received directly and indirectly since.

## 2. SOCIAL STUDIES CURRICULUM SELF-STUDY AND WORKSHOP

April 7, 1967

Director: Charles F. Malone

Workshop Team Members: Mrs. Beulah Crouch, Dr. Daisy Jones, Mr. Eugene Sekaquaptewa, Dr. Gerald Knowles, Dr. Maurice Lewis, Dr. Howard J. Demeke

Workshop Goals:

(1) To promote an aggressive "self-evaluation" attitude by the workshop participants; one that will be on-going and continuous.

(2) To stimulate awareness of the need to develop a unique social studies program designed to truly meet the needs of the student population.

(3) To share significant methodology, views, research findings in:

  (a) social studies trends

  (b) teaching reading through social studies

  (c) correlating social studies with other language arts

  (d) curriculum design for social studies improvement

(4) To provide some outside reaction to the present school program, especially the social studies offerings, based on direct observation of classroom teaching.

The one day workshop opened with a full morning (8:30 - 12:00) visitation conducted by the Arizona State University team. All reservation schools were visited and nearly every classroom observed by one or more of the University consultants. Reactions to these visitations were shared during the afternoon group sessions.

The social studies section of the Elementary Evaluative Criteria, Boston University project, was used as a basis for assessing the current status of social

studies content, methods, equipment and materials, in the respective schools.

An especially-designed summary sheet aimed at placing further stress on staff self-evaluation and the needs of the Indian pupils was employed. Small group meetings were formed with participants assigned according to their individual teaching assignments. University consultants served as group leaders.

A highlight of our search for identification of real pupil needs was the presentation by Mr. Eugene Sekaquaptewa. Mr. Sekaquaptewa, a Hopi, and presently associated with the Indian Community Action Program at Arizona State University, spoke of his own personal experiences as well as observations gained from daily association with Indian youth and leadership.

Following dinner selected workshop leaders made special presentations aimed at correlating and integrating social studies instruction with other curricular areas.

The workshop closed with a brief summary of workshop highlights and completion by all participants of a workshop evaluation form.

Statement of the Workshop Director regarding workshop success:

It is felt that the individual evaluation sheets reflected a high level of acceptance by participants. Most wrote of the sincerity and helpfulness of the ASU team and of a newly formed awareness pertaining to social studies concepts, techniques, etc.

The director's purely subjective view is that the ASU team performed a valuable service and that the experience was a stimulating one to the teachers and administrators of the Gila River Indian Community. The chief concern now takes the form of a plea for direct follow-up curriculum development activities, for it was obvious that the needs of the children could be met more successfully through the creation of carefully planned educational experiences, many of which were not being currently offered.

## 3. ST. JOHN'S INDIAN SCHOOL CONSULTANT VISITATION-EVALUATION AND STAFF CURRICULUM SELF-STUDY

April 14, 1967
Directed by Nelson L. Haggerson

The St. John's Indian School administration and faculty requested assistance in conducting a self-study of their curriculum and instructional program. The team of consultants, including Dr. Eugene Chasey, Dr. Phil Cook, Dr. Willard Fetterhoff, Dr. Nelson Haggerson, Mrs. Agnes Hartnell, and Dr. Louis Kaiser, attempted to assist the St. John's faculty in launching and developing the self-study.

The first step was to recommend that each faculty member along with the administration study the Evaluative Criteria as an instrument to give direction to the self-study. Copies of the Evaluative Criteria were secured for each faculty member.

The second step was to recommend that each faculty member visit other schools to gain ideas and secure another basis for evaluating their own practices.

On April 5, 1967, the consultants visited the St. John's Indian School and spent the afternoon with Father Walter, Principal. Father Walter oriented the group to the history, makeup of student body and faculty, and curriculum of St. John's. Consultants asked questions and toured the plant so they could be potentially more effective on the April 14, 1967, visitation day.

On April 14 the consultants visited classes all morning. Each consultant visited at least two classes; some visited more. Every faculty member was observed in the teaching act.

After lunch the faculty and consultants met as a large group for two hours. The discussion centered around:

1. The use of the Evaluative Criteria as an instrument
2. The philosophy and objectives of St. John's Indian School
3. The observations the consultants had made

4. The curriculum and the instructional program
5. The educational problems perceived by faculty to be in need of solutions
6. The observations the faculty had made in other schools and what these visitations meant to them
7. Practices carried on by teachers in their instruction

After the large group meeting in which <u>every</u> person present participated, the consultants met with the faculty members they had observed during the morning. Discussions centered around problems specific to these teachers and their departments.

As a follow-up, each consultant wrote up an evaluation of the area of the instructional program observed. A complete set of these evaluations was delivered to the school principal.

In summary, the evaluators commended the faculty for its fine attitude and the good work it was doing. Particularly commended was the manifest desire to help Indian students.

All consultants recommended continuous study, continued attempts to tie instruction to experiences <u>meaningful</u> to Indian youth, and that appropriate materials be secured for every student. They also recommended more student involvement in every class and more group work for students.

The consultants were all optimistic about the future of the St. John's Indian School.

## 4. LANGUAGE ARTS WORKSHOP AND FACULTY SELF-STUDY
April 15, 1967
Director: Maurice Lewis

I. General Objectives of Language Arts Team

A. Self-Evaluation - The team worked with the Gila River Indian Reservation teachers in a language arts curriculum self-evaluation giving special emphasis to:

1. Areas in which present work is commendable.
2. Areas in which there is greatest need for improvement.

(Reports will be given by each group.)

B. Integrated Language Arts - A follow-up discussion with each group will be held for the purpose of clarifying the findings of the self-evaluation and placing the total program in perspective.

C. Workshops - Each faculty group will attend four workshops in the afternoon for the purpose of gaining new insights into the teaching of the general areas of oral communication, written communication, children's literature, and reading comprehension. Emphasis will be placed upon gaining specific help in the solution of problems.

D. Materials - A wide variety of materials and equipment will be used for the purpose of demonstrating how newer techniques can be of value in modernizing a program of instruction.

II. Report of the Workshop Activities

A. Physical Set-Up - The Pima Central School Cafeteria was set up with four centers each capable of accommodating two consultant team members and eight participants. Three of the centers were used for the morning self-evaluations and group discussions. Four centers were used for the afternoon workshops.

Materials used in the demonstrations were displayed on tables. A listening center was set up for one of the workshops.

B. Attendance - Twenty-four teachers from the various schools, including the public school, were in attendance.

C. Program of Activities

1. Self-Evaluation - Copies of the Boston Criteria (language arts section) were given to teachers one week in advance so that they might study them and make individual evaluations. Each group, under the leadership of one team member, was guided through the various areas and then asked to identify several areas where they felt their work was commendable and the areas where improvement was needed. A recorder later reported the results of each discussion to the total group. A summary of these reports indicated the following strengths and weaknesses:

a. Areas most satisfactory and commendable:

1. Strong structured phonics program.
2. Children spell quite well.
3. Handwriting is satisfactory
4. Oral expression is good in primary grades.
5. Variety of materials available.
6. Teachers are dedicated.
7. Grouping is used to meet individual differences.

b. Areas of greatest need for improvement:

1. Space - not enough room.
2. No materials in the homes.
3. Materials are not appropriate.
4. Classes too large to meet special needs of students.
5. Creative writing.
6. Need special teachers.
7. Library facilities inadequate.
8. A-V equipment.

9. Need in-service programs in one or more areas each year.

10. Need more oral language.

11. Thinking and reasoning skills.

2. Integrated Language Arts Discussion - Here the time was spent discussing the ways to overcome some of the difficulties identified in the self-evaluation. Time did not permit a discussion of an integrated language arts program in detail.

3. Afternoon Workshop - Four one-hour workshops in which participation was emphasized were held in the afternoon. These were enthusiastically received. A brief resume of the activities follows:

   a. Oral Communication - Here emphasis was placed on poetry for children, oral reading, puppetry and other oral activities. A part of the session was devoted to a demonstration of group process in which each teacher was actively involved.

   b. Written Communication - Here emphasis was upon experience writing using several types of written expression.

   c. Children's Literature - Activities related to literature (e.g., use of dioramas, puppetry, dramatization, etc.) were shared. Stories and books for reading to children were identified along with other materials to be added to the present library collection. "How to get parental cooperation in encouraging children to read books," was discussed in depth.

   d. Reading Comprehension - Here the emphasis was placed on the importance of comprehension both as an approach and as an outcome in reading. The point was made in each group that if we teach with emphasis on mechanics, we are sure to develop mechanical readers; while if we teach with emphasis on comprehension, we have reason to hope that we are teaching for meaning.

In each group the point was illustrated through the use of the basic readers regularly used with the children.

Each member of the workshop group was given two sample lesson plans to illustrate the points. The first plan demonstrated the emphasis on mechanics and was indicated as a <u>good</u> example of a <u>poor</u> lesson with the admonition that it was not to be imitated. The second plan demonstrated the teaching of the same story with the emphasis on comprehension. Application of the principle was discussed.

A listening center was used to demonstrate how listening might be taught in the classroom. An outline of an instructional program and several sample lessons were given to participants.

D. <u>General Evaluation</u> - The workshop was well received and participation during the day was active. The teachers are to be commended for their fine attitude toward self-improvement and their willingness to spend a Saturday with members of the consultant team.

The Language Arts Team:

Dr. Howard Demeke - Group Process

Dr. Don Fare - Children's Literature

Dr. Daisy Jones - Reading

Mrs. Idelle Lee - Oral Communication

Mr. Eugene Sekaquaptewa - Indian Culture

Dr. Norma Richardson - Written Communication

Dr. Maurice Lewis, Chairman - Listening Comprehension

## 5. WORKSHOP: MODERN MATHEMATICS
April 24, 25, 1967

Co-Directors: Richard Bullington
George W. Schlinsog

A. Time Allotment:

Two hours on each of two consecutive days for a total of four hours.

B. Goals or Objectives:

1. To foster an attitude of change
2. To present a brief glimpse of two or three selected aspects of contemporary mathematics programs
3. To stimulate a desire for further study through consultant services in the schools, through extension courses, or through on-campus courses.

C. Description of Workshop:

Dr. Bullington initiated the first two-hour session with a tape recording of the address Mr. Plumier delivered at the Educational Round-up, April 7, 1967. The project participants were then involved in discussing implications of his speech for mathematics education and for the schools at Sacaton and elsewhere in the Gila River Indian Community.

The second two-hour session began with a filmed demonstration of a "discovery" approach to elementary school mathematics. Through group discussion an effort was made to make local application of the principles involved.

The participants then separated into two groups. Primary teachers explored materials and activities using the number line as a means of developing important mathematical ideas. Intermediate and upper grade teachers were introduced to the Cuisenaire-Gattegno approach to elementary mathematics. They had time to manipulate the cuisenaire rods and to explore some introductory concepts in the same manner as would children who had not used the materials previously.

D. Evaluation:

The degree of success attained is not known precisely. Many of the participants did not seem eager to terminate the session but remained after the group had been dismissed. They asked questions and offered further comments. This was taken as a sign that the material covered was useful. A number of teachers inquired about an on-campus course in elementary school mathematics, and several indicated they would take such a course this summer. Inasmuch as this was one of the major goals, it was felt that some degree of success had been achieved.

6. ELEMENTARY SCIENCE EDUCATION WORKSHOPS
April 28, 1967
May 12, 1967
Director: Theodore W. Munch

I. Goals and Purposes of the Elementary Science Workshops

1. To help the teachers of the Sacaton Reservation Schools develop a viable philosophy of elementary science education. This philosophy centered about two main points: (a) The product of science; this includes the many facts of which the body of science knowledge is composed. It was stressed that science facts should be organized and taught in such a manner as to point to large, major conceptual schemes. (b) The process of science; these are the skills which children can develop to enable them to discover science facts and concepts on their own. These skills include: observation, measurement, setting up an experiment, inferring, predicting, recording data, using controls, and observing space and time relationships.
2. To help the teachers understand and accept that a good science program is activity-centered, with the students participating as much as possible in the discovery of the science facts and concepts scheduled.
3. To acquaint the teachers with specific science activities that they might perform in their classrooms.
4. To acquaint the teachers with apparatus which has been ordered for delivery in the near future.

II. Conduct of the Elementary Science Workshops

Two workshop sessions of three hours each were held on April 28th and May 12, 1967. These presentations took place in the cafetorium of the Sacaton Central School. Approximately 20 - 25 teachers were in attendance at each session.

In session # 1 the teachers participated in the following activities:

1. The use of a Den-Test Kit. Here the participants obtained swabs of their teeth prior to brushing, and a swab of their teeth after brushing. The

swabs were brushed over nutrient agar, a good growth medium for microbes. The plates were incubated and examined for growth. Results were discussed at the second meeting. It was clearly apparent that the bacterial growth after brushing was considerably reduced. It was felt that the use of these kits dramatically presents to the children the value of brushing their teeth and keeping foreign objects out of their mouths.

2. Each student made a Diazo process print of leaves or plant specimens found on the campus of the reservation.
3. Each teacher made a plaster of paris cast of an animal track which was made for them in a base of clay. It was pointed out that the children could discover animal tracks in nature and make casts for future study.
4. The program was concluded with a series of experiments developed through the use of a prepared kit of materials sold by a commercial vending company.

The second meeting held on May 12 included the following activities:

1. The participants set up an experiment in which they grew yeast, collected samples of the carbon-dioxide gas evolved by the yeast as they grew, and determined by a simple test that the gas was carbon dioxide. The yeast were examined under the microscope. A number of varied kinds of microscopes were provided so that the participants could see the range of function for the various optical instruments.
2. A philosophy of science education for the elementary schools was presented, emphasizing the two main points of product and process.
3. The workshop closed with a presentation of selected materials and equipment which had been previously ordered for the school system.
   a. Planetarium models
   b. Classroom laboratory kits
   c. Micro-slide viewing kits
   d. Portable science worktables.

e. Nature study aids

f. Silver-Burdett Student Laboratories

g. Triple beam balances

h. Student-type microscopes

i. Transparencies for overhead projection

j. Professional (science) education references for the teachers.

## III. Evaluation of the Workshop

The science workshop director believes that the workshops were of benefit and interest to the participants. All of the teachers eagerly engaged in the production of training aids. The participants seemed well satisfied with the kinds of materials that had been ordered for their future use. The administration was most cooperative in providing comfortable and appropriate facilities for the workshops. It is hoped that the enthusiasm demonstrated at the workshops will carry over into the future science education classes for children in schools on the reservation.

## 7. SPECIAL PROGRAM OF SCHOOL STAFF VISITATION AND OBSERVATION

March, April, May, 1967
Director: Robert R. Weaver, Jr.

In this program 36 teachers each visited two schools a day for two days apiece for a total of 72 teacher days of in-service experience. All teachers from Casa Blanca Day School, Gila Crossing Day School, Pima Central School, Blackwater Day School, and St. John's Indian School were included in the program. Teachers visited in groups of four while students from Arizona State University were sent out to the reservation schools to substitute for them. The Arizona State University students were provided with a learning experience that was undoubtedly as valuable to them as was the visiting experience for the reservation teachers. Reservation teachers visited 24 separate elementary and high schools in 15 school districts in the Phoenix and Tucson areas.

The teacher visitation program was organized with two main purposes in mind. The first was to give reservation teachers the opportunity to observe educational practices being carried on in some of the more innovative schools. The second was to give reservation teachers the chance to observe other educators working with out-culture groups with learning problems similar to those of Indian pupils.

The first goal was quite successfully achieved. Elementary teachers were able to observe situations such as the one at Skiff School in the Wilson District where four teachers and four aids were working together with one hundred students in a single open large educational center. They were able to observe team-teaching in open plants designed for this process at Evans School in Tempe, and at Douglas School (Flowing Wells District) and Lulu Walker School (Amphitheatre District) in Tucson. They were able to observe a pilot program in "I.T.A."* in Scottsdale. High school teachers observed the results of flexible scheduling at West High School (Phoenix), an advanced audio-visual and materials center at East

* Initial Teaching Alphabet

High, team-teaching at Central High, and "saturation" reading at South High School. A modern counseling program was observed at Cortez High School in the Glendale High School District. Evaluation sheets filled out by the visiting teachers at the end of each day's visit indicated that the program served to fulfill one of the initial purposes, and that new points of departure, and points of view, were gained through this procedure that could not have been gained in any other way.

Five elementary schools and one high school that draw their students from the "poverty belt" of Phoenix were visited. The students of these schools tended to be low in verbal skills, un-motivated, and unable to use successfully the standard materials developed for middle-class Anglo-Americans (in much the same manner as do Indian students). It was hoped that visiting schools whose students had learning problems similar to those of Indian students would provide the reservation teachers with some new ideas and approaches to Indian education. The visit to the reading center at South High School was apparently quite productive. Observation forms filled out by the visiting teachers indicated that relatively few new ideas developed as a result of their visits to the elementary schools in the poverty area. However, they did indicate that they were pleased to learn that "there are many others struggling with problems similar to our own".

The program provided a notable side effect. Father Solano, Superintendent of St. John's Indian School stated that, from his point of view, the most desirable outcome of the program was that it permitted the staffs of the various schools on the reservation to meet with each other and with members of the Arizona State University staff to share ideas and reactions.

## 8. ARTS AND CRAFTS WORKSHOP AND DEMONSTRATION

May 5, 1967
Director: Harry Wood
Assisted by Alexandra Bakovych

Careful planning over a period of six weeks, two visits to the Sacaton area with opportunity to question officials and residents, conferences with Miss Bakovych to streamline proposed projects and insure adequate supplies--all these were aimed at the following goals:

(1) to select a broad spread of art activities that would provide experience in both two-dimensional arts (such as drawing), three-dimensional arts (such as crafts and sculpture), and art appreciation.

(2) To include only those art activities which would be related to Indian children, and to stress in the presentation the value of meaningful use of the arts as a motivation for rebuilding racial pride, and as motivation for social and linguistic studies.

(3) To include only those art activities that apply equally to elementary and high school levels (not so much of a handicap in this unsophisticated area as might be supposed).

(4) To provide actual experience in art activities (not just theory) for the teachers to overcome resistance to art.

(5) To provide surplus materials beyond those consumable in the allotted time, for distribution to teachers afterward, in order to overcome initial reluctance of budget-minded persons, and to overcome the art-supplies-are-a-nuisance syndrome of the average classroom teacher.

(6) To provide technical training on a quick elementary, but up-to-the-minute basis, and to demonstrate effective contemporary teaching methods using modern equipment, complete with change of pace, stress on individual differences, a relaxed social climate, and the constructive and inspiration stimulation of the arts.

(7) To show ways of using low-cost "natural" materials (such as field-stones, shells, rolled newspapers, coat-hangers, etc.) to eliminate budget resistence.

(8) Finally, to demonstrate that, properly taught, art experiences--even for those to whom art is a stranger--can be pure pleasure.

Thirty-seven teachers and administrators attended the full workshop. A long supper hour cut in on the intended time but, despite this, the session closed on schedule with all projects listed on the planning sheet (see attached copy) covered.

The sessions had been planned to "break" the laboratory experiences with a brief art-appreciation session. But the over-long supper break made this unnecessary. The fact, however, that the art-appreciation session (squeezed into ten minutes) followed the supper, resulted in the fortunate coincidence that many of the Arizona State University staff and their wives dropped in as visitors, raising the total in the room at one time to 57 people (not counting two photographers and two newspaper reporters) thus spreading the "gospel" of the arts to broader meadows.

The outline passed out prior to the session contained on its second page a full list of materials used, with sources and costs, in the hope that this would stimulate a later follow-up by teachers.

In conducting the sessions the art consultant introduced the various projects, demonstrating those things in which he specializes (drawing, color, rock sculpture, art appreciation) and called on Miss Bakovych, his assistant, to demonstrate those things in which her experience as a high-school art teacher would best come into play. While one consultant talked the other gave work-table assistance. All regular "students" did all projects. Most popular, apparently, was the actual making of color-slides from theatrical gelatines. This enabled them to project on a screen the large, colorful results of their 15-minute "adventure".

Evaluation sheets, thoughtfully prepared, showed unanimously favorable response. Only criticisms were that they needed more time and space--factors beyond the control of the instructors.

If later projects are proposed fewer projects should be squeezed into such a short time. Also, Indian children should be used as a demonstration group, and more time should be allowed for discussion. As for the "students": A more deserving or cooperative group of teachers and administrators to work with would be hard to find.

## 9. SPECIAL CONFERENCE ON PIMA LANGUAGE INSTRUCTION
May 12, 1967
Consultant: Leif Fern

The purpose of this session at Sacaton was to conduct an exploration of native language instruction in the local Bureau of Indian Affairs school. The exploration was conducted in the form of a panel discussion led by the Area Superintendent of the Bureau of Indian Affairs. Participants included four prominent and local Pima people as well as the consultant. The program was attended by the instructional staff of the Pima Agency.

I was asked to lead off the discussion. My remarks were directed at establishing a frame of reference or a point of departure upon which the discussion could hinge; the hope being that the discussion would move along productive lines.

Apparently one of two things happened. Either the consultant failed to establish a frame of reference or the Pima people had far more to say in introduction than there was time for, because the hour ended with everyone highly motivated to get into the significant aspects of the problem but without a clearly defined route for such thinking established.

The consensus was that more such sessions were needed.

Several characteristics of the session were identified, as follows:

1. Pima people were involved. The comments made by the Pima people were significant and warrant further explanation by them and other Pimas--and closer inspection by the instructional staff.
2. The instructional staff was highly motivated in two directions identified by the following questions: (1) What is language, language instruction, and the role of linguistics in a language instruction program? (2) What do the Indian people think and how can we use their opinions in the classroom? (3) The Pima people wanted to talk and they wanted to have the instructional staff available to hear them.

On the basis of the above characteristics it is recommended that, by whatever means are available, a series of similar discussions be conducted according to the following format:

1. Sessions should be conducted on a regular basis, ideally on a weekly schedule.
2. Each session should be led by a panel consisting of a Bureau of Indian Affairs administrator, one member of the academic community who should emphasize research and theory in cultural identification and stimulation and language development, and a Pima Indian delegation of from 3-4 persons who can (and should) bring each session into local and practical focus.
3. Each session should be recorded either on magnetic tape or very carefully by a qualified stenographer so that a comprehensive bulletin can be developed for each session. By using all bulletins a program of Pima language instruction can probably be produced.
4. Such a program probably would need to have a qualified director or leader in order to lend continuity.

A tremendous service can undoubtedly be extended to the Gila River Indian Community if this approach remains exploratory rather than terminal.

## EVALUATION OF THE PROGRAMS

The evaluation of the Sacaton, Gila Crossing, St. John's in-service education series was carried out in two parts: one, through the use of an instrument to answer specific questions about each individual workshop, and two, through the use of an instrument to evaluate the overall impact of the in-service program.

## EVALUATION OF THE INDIVIDUAL WORKSHOPS

In each of the individual workshops, an open-ended questionnaire was given to each of the participants of the workshop. The instrument asked for the following responses:

1. List five factors about the workshop that impressed you the most.
2. List your suggestions for how this workshop could have been improved to meet your needs.
3. What major problems are to be anticipated in implementing the material presented in this workshop in your classroom?

It was then hoped that generalizations as to the worth of each workshop could be arrived at through the use of this type of instrument.

### Findings

Response One. In almost every case, the in-service trainees responded to the query in positive terms. Every workshop received commendations from the participants. Examples of responses were: "Stimulating;" "Brief and to the point;" "Excellent materials used;" "Staff seemed very dedicated;" "Cooperation and teamwork exhibited." It seems then, that a valid generalization would be that all participants received the workshops favorably and were genuinely impressed with the staff and program content presented.

Response Two. From an examination of the responses made by the participants in each separate in-service workshop, three major suggestions were evident, as follows:

1. More time was needed for each workshop. The participants felt that too much material had to be covered in the allotted time for each workshop.
2. Those workshops that exhibited new processes and materials did not allow enough time for each workshop participant to become fully acquainted with the process or new material.
3. The participants wished to have more individual attention. The phrase, "constructive criticism by Arizona State University consultants" was used many times.

Response Three. The in-service participants responded almost overwhelmingly in each individual workshop as to the difficulties and limitations involved in implementing ideas and procedures developed in the workshops. It appeared that a plea was being made on their part for new books, methods, and materials - an allowance of more preparation time - and the development of a program to increase their understanding of the Indian student.

In summary, the individual workshops as indicated by the participants on the instrument were very well received. Criticisms of the program were that not enough time was allotted for each program and that individual attention was not always received by the participants - and finally, the respondents felt that not enough time, materials, and equipment were currently available for them to fully implement their acquisitions from the workshops.

## EVALUATION OF THE TOTAL PROGRAM

In evaluating the impact of the total in-service program an objective questionnaire was used. It was then possible from the results of the questionnaire to tabulate the number of responses in each category for each question and the percentage responding in each category as well. Table I presents the results on the questionnaire.

Question One. It is apparent that in all workshop categories except social studies the respondents felt that enough time was available to accomplish something significant. The respondents' answers in the affirmative ranged from a high of 81 per cent in the school visitation category to a low of 40 per cent in the social studies category.

Question Two. The respondents felt overwhelmingly that participation in the Sacaton, Gila Crossing, and St. John's in-service program definitely modified their teaching in the schools.

Question Three. Again, the respondents overwhelmingly stated that they neither resented the time needed to prepare for their teaching nor the in-service work required to do a better job in their positions.

Question Four. It is apparent that the respondents to this question felt rather strongly that the various workshops and programs they participated in affected their teaching techniques by increasing their enthusiasm for teaching. In no case, did any of the respondents show negative feelings about the program.

Question Five. No attempt was made on this question to refine the data further than a numerical count. It is of interest to note, though, that the first three areas named were dealt with directly by workshops offered during the in-service series, while the next two areas cited were dealt with incidently in connection with one or more of the workshops. There seemed to be a real concern on the part of many participants to have additional work in the areas of educational innovations and a special probing of the Indian culture to achieve greater

understanding regarding these two areas.

It seems clear, from the foregoing discussion of the respondents' replies to both the questionnaire and the workshop evaluations, that many of the program objectives of the in-service program were fulfilled. However, a special note should be made that many of the participants made special emphasis that they desired more and different programs, more time for the programs, additional materials and supplies, and time to implement their new understandings and acquisitions.

TABLE I

RESULTS OF EVALUATION INSTRUMENT ON TOTAL IN-SERVICE PROGRAM

N = 28

| QUESTION | YES | % | NO | % |
|---|---|---|---|---|
| 1. Did you find that enough time was allotted to each segment of the following listed programs to accomplish something significant? (Check only those workshops you attended.) | | | | |
| Audio-Visual Workshop | N=21 | 77% | 6 | 23% |
| Curriculum Self-Studies Workshop | N=16 | 76% | 5 | 24% |
| Social Studies Workshop | N=8 | 40% | 12 | 60% |
| Language Arts Workshop | N=16 | 80% | 4 | 20% |
| Modern Math Workshop | N=10 | 55% | 8 | 45% |
| Elementary Science Workshop | N=13 | 72% | 5 | 28% |
| Arts and Crafts Workshop | N=16 | 57% | 12 | 43% |
| School Visitation | N=22 | 81% | 5 | 19% |
| 2. Were you able to do your teaching different as a result of the in-service program and visits? | N=21 | 75% | 7 | 25% |
| 3. Do teachers in general resent the preparation time and in-service work required to do a good job? | N=3 | 11% | 25 | 89% |

| | |
|---|---|
| 4. "The total in-service program affected me . . . | |
| a. by increasing enthusiasm for teaching." | N=24 86% |
| b. only slightly until I began to try the technique." | N=1 3% |
| c. to a point of resentment over the fact that they make exorbitant requirements of a person." | N=0 0% |
| d. very little as they were not practical." | N=0 0% |
| e. most directly by actual changes in my teaching | N=3 11% |
| 5. Types of in-service programs needed over next 10 years needed to meet the challenge of the future. (Five highest named) | |
| a. Language Arts (including reading) | N=25 |
| b. Modern Math and Science | N=24 |
| c. School Visitations | N=22 |
| d. Innovative Programs (Counseling, Ungraded, etc.) | N=21 |
| e. Indian Culture | N=16 |